



AIM Discussion Guide - Assessment Planning

1. Determine who should be involved in the AIM assessment.
 - Vision – the student is blind or has a visual impairment
 - Vision related learning media assessments should be done by a vision teacher or vision specialist.
 - Hearing – the student is deaf or hard of hearing
 - Hearing related learning media assessments should be done by a hearing teacher or hearing specialist.
 - Physical – the student is physically unable to handle or operate the instructional materials
 - Physical related needs can be assessed by physical therapists, occupational therapists, assistive technology specialists, and teachers.
 - Cognitive – the student seems to have problems processing text
 - Cognitive processing and an assessment of what tools or accommodations may make a difference can be assessed by teachers, reading coaches, learning disability specialists, etc.
2. Determine what assessment tools may be useful.
 - Vision & Hearing – this will be determined by the vision or hearing teacher/specialist.
 - Physical – a variety of assistive technology screening and assessment tools can be used to help determine what a student needs. Physical control over physical books, digital books, and online materials should be assessed. Equipment may need to be checked out for some of the assessment procedures.
 - Cognitive – these assessment procedures usually include a variety of tools and strategies using low tech tools with print (such as color overlays, highlighters, etc.), audio materials, and digital text with a variety of adaptations or accommodations. Areas of assessment related to students with specific learning disabilities include:
 - i. Visual perception – can include differentiating foreground and background colors, font type, font size (e.g. large fonts), use of visual guides, etc.
 - ii. Organization – can include how information is visually organized or chunked; including amount of information in paragraphs, number of columns, etc.
3. For all students, as much as possible, accessible instructional materials assessments should be performed using the reading assessments used for all other students in that classroom/school. This means having the accommodations and tools needed to adapt paper based and digital reading assessments. AIM assessments can include other reading material as well, but general reading assessments should be the foundation if possible. Resources that you may want to consider include:
 - LoTTIE Kit - <http://www.onionmountaintech.com/category.php?cat=14>
 - PAR or uPAR (Don Johnston) - <http://donjohnston.com/par/#.VkDXsq6rS9s>
 - San Diego Quick Assessment (in the resources section) - <http://theteacherscafe.com/Worksheets/Reading/San-Diego-Quick-Printable-Reading-Assessment-Instructions.htm>

- Web Based Materials – (e.g. Online reading tests - <http://www.pearsonlongman.com/ae/marketing/sfesl/practicereading.html>)
- AIM Explorer - http://aim.cast.org/experience/decision-making_tools/aim_explorer
- Text-to-Speech Tools (e.g. Natural Reader - <http://www.naturalreaders.com/index.htm>)
- Read:OutLoud - http://www.donjohnston.com/products/read_outloud/
- Kurzweil 3000 - <http://www.kurzweilededu.com/products.html>
- Read & Write Gold - <http://www.texthelp.com/North-America/our-products/readwrite>

Complete this form, brainstorming who might be needed and what activities could be used to do a basic accessible instructional material assessment for a student.	
Student name	
Areas to consider (check one or more)	<input type="checkbox"/> Vision <input type="checkbox"/> Hearing <input type="checkbox"/> Physical <input type="checkbox"/> Cognitive
Who should be a part of the AIM assessment process for this student?	
What reading assessments will be available to use? Remember to look for paper based as well as digital assessments if appropriate.	
What tools or resources do you feel will be needed? This could include accommodations like highlighters, color overlays, software with tools to highlight, change font, change font size, and provide text-to-speech, etc.	

The next page includes the information that needs to be collected for an IEP team meeting. It is optional as to whether or not you want to fill it out for this exercise.

Are general instructional materials accessible?	Yes	No
If no, explain:		
Check One: <input type="checkbox"/> The student is able to use general materials effectively. <input type="checkbox"/> The student is unable to use general materials effectively due to a disability.		
Describe formats, features, and any accommodations needed.		
Describe any assistive technologies and/or related services.		
A Competent Authority has determined that the student is eligible for NIMAS Florida services. <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="text-align: right;"> <input type="checkbox"/> Blind or visually impaired <input type="checkbox"/> Physically disabled <input type="checkbox"/> Reading disabled </div> <div style="text-align: left;"> <input type="checkbox"/> Eligible <input type="checkbox"/> Not Eligible </div> </div> <p>Formats to be requested:</p>		
Are the materials needed in the home or another setting in addition to the classroom?	Yes	No
What settings:		
AIM responsible personnel/DRM:		